



# The Catholic Library World

VOL. 10

MARCH • 1939

NO. 6

**The Washington Conference**

**Commemorating:**

**The Quatercentenary of the  
Introduction of Printing on  
the American Continent**

**The Sesquicentennial of  
Georgetown University**

**The Golden Jubilee of  
Catholic University**



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Index*,  
950 University Ave., New York, N. Y.



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## The Libraries of Washington

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The Washington Convention of the Catholic Library Association should prove a memorable occasion for the librarians who are able to attend. While in the city they will have the opportunity of participating in two notable anniversaries—the Golden Jubilee of the Catholic University and the Sesquicentennial Jubilee of Georgetown University. A history of the library of the Catholic University will be presented by Monsignor Guilday, while that of Georgetown will be given by Father Wilfrid Parsons, S.J. The headquarters of the convention will be in the John K. Mullen Memorial Library on the campus of the Catholic University. The keynote of the library convention itself will be the commemoration of the 400th anniversary of the introduction of printing on the American continent. This will be the subject of papers by Reverend Dr. David Rubio, O.S.H., of the Library of Congress, and Dr. Carlos E. Castaneda, the newly-elected president of the Catholic Historical Association.

The visitors, coming to Washington when the cherry trees are in bloom, will be able to see the city at its best. There are 300 libraries in Washington, representing nearly every type from the small, very special ones of rare or highly technical books to the vast collections of the Library of Congress, the libraries of the Office of Education and of the De-

partment of Agriculture. The Washington Public Library, a notably efficient system, including several fine branches, has one of the best Children's Departments in the country.

Most of the exercises of the convention will be held at Georgetown or at the Catholic University, but the four other Catholic colleges of Washington—Dunbarton, Immaculata, Trinity and Georgetown Convent—will cooperate in the reception of the delegates and will be glad to have them visit their libraries.

A special tour of the National Archives and of the Library of Congress has been arranged as a part of the program of the convention. The former, offering many features of interest, will be new to most of the visitors; the Annex to the Library of Congress will be open, and with its vast space, its beautiful design, its distinctively new type of stacks, and its technical devices for facilitating service, it offers a professional treat to librarians.

Private tours or visits to some of the other public libraries of Washington will appeal to many and will be well worth while. For those who are interested in special subjects, the Folger Shakespeare Library, with its 90,000 books, 37,000 manuscripts, 38,000 prints, and 250,000 playbills, all relating to Shakespeare and all housed in a building which is remarkable in this city of beautiful buildings,

will prove very attractive, as will the libraries connected with the following private institutions: the National Geographic Society, the Corcoran Art Gallery, the Brookings Institution, and the Pan American Union. Practically every unit of the federal government has a library for that subject, but a number of these departmental libraries have grown to such importance as to give them international importance. The Department of Agriculture, for instance, has a system of twenty-two libraries, some of them quite general, some highly specialized. They contain nearly 250,000 volumes and render an excellent reference service. Vast numbers of government documents are also to be found in this library. Here, too, are located the laboratories of Bibliofilm Service, the technical unit of the American Documentation Institute. This institute consists of representatives of the fifty leading scholarly associations affiliated for the purposes of pioneering in experiments in the use of microfilms in the reproduction of printed and manuscript materials for the use of scholars. In addition to the experimental work Bibliofilm Service last year supplied some 178,059 pages of documents on films to 8,068 users. Most of the reproductions were done at a cost of about a cent a page. The use of film in libraries has now reached such large proportions that college and university librarians need to be well informed on both the actualities and the possibilities of the subject.

The new library of the Office of Education is of interest to librarians both from the viewpoint of the subject and that of visiting one of the most beautiful libraries of the national capital. Containing more than 200,000 volumes on educational subjects, foreign as well as

domestic, this library renders a distinctively fine service to its users.

The Army Medical Library, the largest of that type in the world, holds the attention of librarians because of its organization under John Shaw Billings, its huge collections of specialized and valuable materials, and its scholarly publications, the *Index catalogue* and the *Quarterly cumulative index*.

The new library at Howard University, affiliated with the federal government, embodying many new features, both of architectural design and library service, will likely be dedicated before the time of the convention; at any rate, it may be visited by those who are interested in seeing a library of the newer type.

In general, the libraries of the District of Columbia have been described in detail in a monograph by David Spence Hill in 1936; this work, as well as other items of information on the libraries of Washington, will be found at the information desk at convention headquarters.

Those attending the convention will probably be quite interested in the Catholic content of the libraries of the city. This is particularly true of the libraries of Georgetown and the Catholic University. Because of this fact, the question will be brought up during the convention as to how these libraries can be of greater service to the Catholic libraries of the country. Washington possesses excellent facilities for the reproduction of the contents of libraries, and it will be very helpful for the delegates to investigate the possibilities in this field.

The Georgetown Library contains without doubt the richest collection of Early Catholic Americana to be found in any Catholic library of the country. Here,

for instance, is to be found the collection of John Gilmary Shea in about 8,000 items, most of them worthy of note; the James Ethelbert Morgan collection of colonial history, most of which relates to Maryland; a large collection, made by Shea, relating to the American Indian; almost a complete collection of pamphlets published in the St. Mary's Schism in Philadelphia; a large collection of the early Catholic directories; several early catechisms, in many languages, and in copies which are now very scarce; early prayer books and hymn books; and probably the largest collection of bound Catholic newspapers and early magazines of the country. Most of the items in Father Parsons' new monograph on Catholic Americana are to be found here and will be placed on display during the convention.

The collections at Georgetown are by no means confined to Catholic items. The Nicholas Brady collection, for instance, includes all the first editions of the poetry of Keats and Shelley, except one of Shelley; it includes also a presentation copy of Boswell's Johnson among several first editions of Dr. Samuel Johnson; here, too, is the original manuscript of Mark Twain's *Tom Sawyer*, as well as a manuscript of Sheridan's *School for scandal*, with the author's revisions. The McNulty collection contains a notable group of contemporary memoirs of the French Revolution; the Levins collection has a number of good samples of incunabula and early printing; works on art are well represented in the Chittick collection.

Naturally there are many works dealing with the Jesuits in America. Twenty-three copies of the original Cramoisy imprints of the French Jesuit Relations are

found here. Akin to this group is the large number of books of the Catholic English refugee literature, published mostly on the Continent; these copies were the property of the early Jesuit missionaries in Maryland and the only religious books they had in English.

Among the pieces adapted for display are several fourteenth century illuminated manuscripts. Perhaps the largest of the display groups will be that of the collection of Bibles assembled by Father Parsons a few months ago. This collection is quite extensive and very representative, many of them incunabula. All but one of the Catholic Bibles and New Testaments published in the United States before 1860 are represented, and nearly all the English Bibles, including the original Rheims and Douay and the Challoner versions.

At the close of the session at Georgetown University when Father Parsons will speak on the library's history, a tour will be made through the building itself. Then the collections mentioned above may be inspected.

The Catholic University Library likewise contains a number of collections which will be of interest to the librarians. The most extensive collection apart from the main collection is that of Oliveira Lima, consisting of some forty thousand volumes, chiefly in Portuguese and Spanish and dealing largely with the history and literature of Latin America. With the recent interest in cultural relations with Latin America, this collection has taken on a new importance; the rarest books of the collection were described in a monograph by Ruth E. V. Holmes in 1926. In addition to the books, Dr. Lima gave to the University many of the pieces of his art collection and these, together

with much of his furniture, occupy a separate unit in the library building.

The Connolly collection of Americana contains some ten thousand pieces of works dealing with early American history, chiefly in local history. Many of the pieces here are unique. Some of them are on Father Parsons' list and will be on display during the convention.

The collection of catechisms which was started some few years ago has already grown to the number of three thousand. These are printed in many languages, have been gathered from all parts of the world, and many of them are very rare copies. A display illustrative of the contents of this collection will be made during the time of the convention. In view of the work of the Confraternity of Christian Doctrine at the present time, this collection will be of great interest to many of the visitors.

The Semitic Library, now including about twenty thousand volumes, is one of the most valuable units of the University Library. Dr. Hyvernatt, one of the first professors of the Catholic University, started this collection when he came to the University in 1889 and has continued his interest in it to the present moment. This is essentially a Biblical collection, containing as it does some eight thousand books on texts of the Bible, particularly in the oriental languages, and about twelve thousand volumes of books about the Bible. This collection is constantly being used by Biblical scholars from all parts of the world and in particular by the members of the Catholic Biblical Association; the national headquarters of this association are located in the library building.

The Clementine collection, of nearly 20,000 volumes, has two features—it was

once the property of Pope Clement XI, and it is for the greater part bound in white vellum. The books are nearly all of the seventeenth and eighteenth centuries and treat chiefly of theology and liturgy. There are several rare books in this collection.

The students in the library science department of the Catholic University will conduct the tour of the library which will include all the collections named as well as the service departments of the library. This tour will follow immediately after the Pontifical Mass.

Other convention features will occupy the attention of the visitors. The Pontifical Mass for the delegates to the conventions of the National Catholic Educational Association and the Catholic Library Association will be celebrated by the Most Reverend Archbishop Michael J. Curley, of Baltimore, at the National Shrine of the Immaculate Conception. The meetings of the Educational Association will also be held on the campus of the Catholic University and will attract many delegates. A joint exhibit of publishers, school supply houses, library supply firms, booksellers and agents will be conducted in the University Gymnasium throughout the week.

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With this issue of *The Catholic Library World* we are sending a reprint of information on the C.L.A. taken from the *A.L.A. Handbook*, November, 1938. The reprint will be valuable as an up-to-date list of committee and round table chairmen, and as a concise statement of the objectives and activities of the C.L.A. A revision and expansion of this data will appear in the Handbook Number, to appear late in May.

## Tentative Schedule of the Washington Conference

	Morning 10:00-12:00	Afternoon 2:30-5:00	Evening
Monday, April 10	Executive Council (Mullen Library, Librarian's Office)	Advisory Board (Music Building)	
Tuesday, April 11	FIRST GENERAL SESSION (Music Building)	SECOND GENERAL SESSION (Music Building)	
Wednesday, April 12	High Mass (Shrine of the Immaculate Conception) Reception (Mullen Library) Luncheon, 12:30. (University Dining Hall)	College Libraries Round Table (Music Building) Elementary School Libraries Round Table (Mullen Li- brary, Room 110) High School Libraries Round Table (Trinity College Library)	
Thursday, April 13	Cataloging and Classification Round Table (Mullen Li- brary, Room 110) Hospital Libraries Round Table (Mullen Library, Room 103—Tentative) Library Service to Catholic Readers Round Table (Music Building)	Tour of National Archives and Library of Congress. Will leave Mullen Library at 1:30 P. M.	Seminary Libraries Round Table (Raleigh Hotel)
Friday, April 14	THIRD GENERAL SESSION (Georgetown University Library, Copley Lounge)	Executive Council (Mullen Library, Librarian's Office)	



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## Tentative Program of the Sixteenth Annual Conference, WASHINGTON, D. C., APRIL 11-14, 1939

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### GENERAL SESSIONS

First General Session, Tuesday, April 11,  
10:00 A. M. Music Building, Catholic  
University.

Presiding: Mother M. Gertrude, O.S.  
U., New Rochelle College Library,  
New Rochelle, New York.

Secretary: Sister Helen, College of  
Mount St. Joseph-on-the-Ohio Li-  
brary, Mount St. Joseph, Ohio.

Paper in commemoration of the 400th  
anniversary of the introduction of  
printing on the American continent:  
(This address will be delivered again  
Friday, April 14, on the Pan-Ameri-  
can International Radio Program).

*The Beginnings of the Printing Press  
in America.* Dr. Carlos E. Casta-  
neda, Latin American Garcia Li-  
brary, University of Texas, Austin,  
Texas.

Paper in commemoration of the 50th  
anniversary of the Catholic Univer-  
sity Library:

*The John K. Mullen Memorial Li-  
brary, Catholic University of  
America, 1889-1939.* Rt. Rev.  
Msgr. Peter Guilday, Catholic  
University of America, Washing-  
ton, D. C.

Appointment of Resolutions Commit-  
tee.

Reports of Executive Council, Secre-  
tary-Treasurer, and Committees.

Second General Session, Tuesday, April  
11, 2:30 P. M. Music Building, Cath-  
olic University.

Presiding: Rev. Daniel P. Falvey, O.S.  
A., Villanova College Library, Villa-  
nova, Pennsylvania.

Secretary: Sister St. Ruth, D'Youville  
College Library, Buffalo, New York.

Paper in commemoration of the 400th  
anniversary of the introduction of  
printing on the American continent:  
*Books, Libraries, and Colleges in  
Colonial Peru.* Rev. Dr. David  
Rubio, O.S.A., Library of Con-  
gress, Washington, D. C.

*Presidential Address.* Rev. Colman J.  
Farrell, O.S.B., St. Benedict's Col-  
lege Library, Atchison, Kansas.

Business Session: Amendments to the  
Constitution and By-Laws.

Third General Session, Friday, April 14,  
10:00 A. M. Georgetown University  
Library. Copley Lounge.

Presiding: Laurence A. Leavey, Man-  
aging Editor, *Catholic Periodical In-  
dex*, New York City.

Secretary: Phillips Temple, Riggs Mem-  
orial Library, Georgetown University  
Library, Washington, D. C.

Address in commemoration of the  
150th anniversary of the Georgetown  
University Library:

*The Story of the Georgetown Uni-  
versity Library.* Rev. Dr. Wilfrid  
Parsons, S. J., Georgetown Uni-  
versity Library, Washington, D. C.



Address by the President-elect. Dr. William A. FitzGerald, Brooklyn Preparatory, Brooklyn, New York.

Business Session: Report of the Resolutions Committee. Revised Constitution. Adjournment.

### ROUND TABLES

#### ADVISORY BOARD

Monday, April 10, 2:30 P. M. Music Building, Catholic University.

Chairman: Frank T. Suhadolnik, John Carroll University Library, Cleveland, Ohio.

#### CATALOGING AND CLASSIFICATION

Thursday, April 13, 10:00 A. M. John K. Mullen Memorial Library, Room 110.

Chairman: Rev. Harry C. Koenig, Librarian, Feehan Memorial Library, St. Mary's of the Lake Seminary, Mundelein, Illinois.

English Translation of the Vatican Library "Norme". Rev. Thomas J. Shanahan, St. Paul Seminary Library, St. Paul, Minnesota.

Cooperative Cataloging in Catholic Libraries. Victor A. Schaefer, John K. Mullen Memorial Library, Catholic University of America, Washington, D. C.

The Card Division of the Library of Congress. John W. Cronin, Library of Congress, Washington, D. C.

#### COLLEGE LIBRARIES

Wednesday, April 12, 2:30 P. M. Music Building, Catholic University.

Chairman: Rev. Max Satory, St. Mary's College, Winona, Minnesota.

Cooperation Between the College Sections of the C.L.A. and the N.C.E.A. Rev. Julius W. Haun, Ph. D., D.D., Vice-President, College and University Department, N. C. E. A., St. Mary's College, Winona, Minnesota.

Lecture film: *College Library Procedures*. Rev. Max Satory, assisted by Mr. Victor Schaefer, Catholic University.

Business session.

#### ELEMENTARY SCHOOL LIBRARIES

Wednesday, April 12, 2:30 P. M. John K. Mullen Memorial Library, Room 110.

Chairman: Helen M. Stephens, Wilmington, Delaware.

*The Public Library Supplies Collections for all Public and Parochial Schools in the City*. Louise Latimer, Public Library, Washington, D. C.

Discussion: Sister Archangela, O.P., Alvernia High School, Chicago, Illinois.

*Practical Means of Organizing an Elementary School Library*. Helen M. Stephens.

Exhibit: Supplementary reading material for the elementary school. Arranged by Louise Latimer.

#### HIGH SCHOOL LIBRARIES

Wednesday, April 12, 2:30 P. M. Trinity College Library.

Chairman: Sister Mary Louise, S.M., Bishop McDonnell Memorial High School Library, Brooklyn, New York.

Cooperation with the N.C.E.A. Rev. B. B. Myers, O.P., Fenwick High School, Oak Park, Illinois.

*Symposium of Vitalizing Catholic Culture Through the Library Collection: Education*: Reverend William J. McGucken, S.J., St. Louis University, St. Louis, Missouri.

*History*: Brother H. Austin, F.S.C., Christian Brothers High School, St. Joseph, Missouri.

*Literature*: Miss Marigold Hunt, Sheed and Ward, New York City.

*Science*: Dr. William FitzGerald,

Ph.D., Brooklyn Preparatory Library, Brooklyn, New York.

Reports of Committees:

1. Organization.
2. Constitution.
3. Membership Zoning.
4. Nominating Officers.

HOSPITAL LIBRARIES

Thursday, April 13, 10:00 A. M. John K. Mullen Memorial Library, Room 103.

Chairman: Margaret M. DeLisle, St. Mary's Hospital, St. Louis, Missouri. Program was not received.

LIBRARY SERVICE TO CATHOLIC READERS

Thursday, April 13, 10:00 A. M. Music Building, Catholic University.

Chairman: Rev. Louis A. Gales, Managing Editor, *Catholic Digest*, St. Paul, Minnesota.

Vice-Chairman: Charles Higgins, Boston Public Library, Boston, Massachusetts.

*The Importance of Catholic Book Week in Every Community.* Lucy Murphy, Public Library, Buffalo, New York.

*Highbrow Book Clubs—Do They Help the Catholic Cause?* Elizabeth Nash, Buffalo, New York.

*First Call for a National Catholic Book Week.* Charles L. Higgins.

*What Catholic Readers Can Learn from Communist Bookshops.* Rev. Louis A. Gales.

SEMINARY LIBRARIES

Thursday, April 13, 8:00 P. M. Raleigh Hotel.

Chairman: Rev. Charles F. Kruger, S.J., St. Mary's College, St. Mary's, Kansas.

General topics: Seminary library administration, classification, and book selection.

*Labor, Time, and Money-saving Devices for the Seminary Library.* Rev. Irenaeus Herscher, O.F.M., Friedsam Memorial Library, St. Bonaventure College, St. Bonaventure, New York.

*Adapting L. C. and Sears Subject Headings in Catholic Philosophy and Theology.* Rev. David R. Kinish, O. S. B., The Abbey Library, St. Benedict's College, Atchison, Kansas.

*The Content of the Major Seminary Library (Theological Department).* Rev. Leo P. Foley, C.M., Kenrick Seminary Library, St. Louis, Missouri.

EXECUTIVE COUNCIL

Monday, April 10, 10:00 A. M. John K. Mullen Memorial Library, Librarian's Office.

Friday, April 14, 2:30 P. M. Same as above.

PONTIFICAL HIGH MASS

Wednesday, April 12, 10:00 A. M. Shrine of the Immaculate Conception.

RECEPTION FOR DELEGATES AND VISITORS

Wednesday, April 12, immediately after the High Mass. John K. Mullen Memorial Library.

The Reception will take place in the lobby of the John K. Mullen Memorial Library where the guests will be met by the members of the Local Arrangements Committee. This will be followed by a tour of the library under the direction of guides. The tour will include the usual library rooms, the Clementine Collection (that of Pope Clement XI), the Connolly Collection of Americana, the Department of Library Science, and the Oliveira Lima Collection of Spanish and Portuguese material.

*This will be the only occasion during the convention when several of these collections and parts of the library will be open to visitors.*

#### GENERAL C.L.A. LUNCHEON

Wednesday, April 12, 12:30 P. M. Catholic University Dining Hall.

Presiding: Rev. Dr. Francis A. Mullin, Catholic University, Washington, D. C.

Address to the C.L.A. Rev. Dr. George Johnson, Director, Education Department, N. C. W. C., and Secretary General, N. C. E. A.

#### TOUR OF NATIONAL ARCHIVES AND LIBRARY OF CONGRESS

Thursday, April 13, 1:30 P. M.

The tour will start from the John K. Mullen Memorial Library at 1:30 P. M.

#### PHOTOGRAPHS OF LIBRARY EXHIBITS

Will the high school librarians having photographs of library exhibits which might serve a purpose in being displayed at the meeting of the Catholic Library Association, please send them to Sister Mary Florian Celebucki, Mullen Library, Catholic University, Washington, D. C., to be received not later than April 3. Photographs received after that date cannot be shown. Those to be exhibited must contain a descriptive note of what they portray, together with name and address of high school owning them. They will be returned to owners by May 1. This request is made by Sister Mary Louise, Chairman of the High School Libraries Round Table.

#### CONSTITUTIONAL REVISIONS

It has been suggested that the Constitution be considered as a whole and not article by article at the second reading thereof in April. Members will be permitted to submit new suggestions and revisions or criticisms in writing. These suggestions may be forwarded to the Chairman of the Constitution Committee, Reverend Paul J. Foik, C.S.C., St. Edward's University, Austin, Texas. The Committee will submit a report and a vote of acceptance or rejection will be taken upon its report as a whole.

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In previous announcements we have referred to the Washington Conference as the Seventh Annual Meeting. Since the independent existence effected in 1932 does not affect the historical continuity and identity of the group (organized in 1921 as the Library Section of the National Catholic Educational Association) the 1939 Meeting is the Sixteenth in the history of the C.L.A.

We cannot urge too strongly the necessity of securing reservations of rooms before going to Washington. Some of the hotels are already refusing any applications for the entire week of the Conference while others are boosting rates.

Sisters should make reservations through Reverend Dr. Felix Kirsch, O.M.Cap., Capuchin College, Harewood Road, N. E., Washington, D. C. Applications from priests and lay persons will be accepted by Miss Catherine Kegler, Catholic University Library, Washington, up to April 1.

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## A Library Enterprise in a Modern School\*

By SISTER M. GUSTAVE, O.P.

*St. Thomas The Apostle School, Chicago*

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Today, no school that justifies its position as an adherent of an activity educational program can function properly without its own library. In the newer type of school, where text-books are entirely banned, or at least have ceased to be the chief source of information, the pupils must be given easy access to the proper reference material as well as a first-hand opportunity to cultivate good literary taste. Because a trained librarian is not available, no school need be without a library. Nor is lack of funds a legitimate excuse for not having one. The pupils themselves can become the librarians, and it is possible to begin an elementary school library with a paucity of books. It is much more stimulating and far more educational to build a library gradually than to walk into one completely filled with books. A newly decorated room with shelves almost bare and plenty of enthusiasm was the nucleus of our Saint Thomas Elementary School Library.

When the care and cataloging of the new school library was given to the seventh grade as its enterprise for the ensuing school year, both pupils and teacher were a trifle appalled by the enormity of the task. But since the whole revised system of education was a challenge to personal and collective achievement, we went about the work with much

interest and eagerness despite our utter lack of technical library knowledge.

Apart from the general objective of having the children cooperate in giving definite service to the entire school, these broad objectives were defined:

First: actually to classify and catalog the library.

Second: to become familiar with many authors and books through constant association with them.

Third: to appreciate the value of the public library and the services of trained librarians in a community.

Fourth: to love good looks and to regard them as an absolute essential to a well-balanced, meaningful life.

When school opened, the library consisted of one set of new *World books*, an ancient and very dilapidated set of the *American encyclopedia*, a set of Maude and Miska Petersham's *Story book of things*, and a number of readers and miscellaneous text-books donated by various publishers. In addition, we were given fifty dollars to buy new books.

Of course, the children were eager to spend the fifty dollars, and during the opening weeks of school we employed considerable time discussing the relative merits of books and authors and in setting up standards by which a book is judged. Many class periods and considerable thought were given to making out a book list for each grade. The class consulted the *Children's catalog* and pored over

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\*Paper read at the Elementary Libraries Round Table, June 17, 1938.



advertising material from outstanding publishers. Committees were delegated by the class to interview each grade concerning its choice of books. It was decided to concentrate on fiction and to get the newer books at first, because, as the children agreed, the classics could be borrowed from the local branch library, and because more school interest would probably be aroused in the library if the children could have access to the very newest and most attractive of juvenile literature.

The children's librarian from the local branch library had become interested in our enterprise and the seventh grade pupils consulted her before making a final choice of books to be bought. A committee of six children was appointed by the class and together we went to the "Loop" and visited stores to look at, to select, and to make immediate purchase of books. The children opened an account for the library in two shops and learned from first-hand experience what a discount means as well as retail and net prices.

A rubber stamp had been ordered for the library and during the next few weeks all the books were stamped and accessioned. One girl, selected for her good legible handwriting, accessioned all the books and continued to do so as we made additions to the library throughout the year. All the children practiced making library figures, and those most successful at it wrote the accessioning numbers in the books and on the book pockets. The local librarian had given the children instructions in the use and meaning of the "Dewey Decimal System". The class also consulted the classification list given in the *Children's catalog* and in a little text-book called *The library* published by

the School Necessities Company. The date of purchase, source, price, and classification numbers were written in each book while other children wrote the classification numbers on the pockets. Two boys typed the author-title cards at home. Several other children, who had typewriters at home, made individual library cards for all the children of the school, excluding the kindergarten, first and second grades. (Later, when Monsignor gave each room its own portable, this typing was done in school.) These youthful librarians thought individual library cards would be more business-like and would facilitate the keeping of records of fines on overdue books.

The children found most of their library tasks comparatively easy, but they concluded that writing the classification numbers on the backs of the books was the most difficult and least satisfactory part of the work. We had wanted all the books marked in white ink, but because of the light bindings it was necessary to use black India ink on some of them. Several boys took charge of this task: one boy measuring exactly two inches from the bottom, another wiping off the sizing with alcohol, one doing the lettering, and a fourth boy finally shelving the part of the book marked.

The shelves of the library had been labeled with printed captions and a shelf list of the books made. The books were finally arranged in their proper order and by the middle of February they were ready for circulation. Because of the limited number it was decided that books could be taken home only over the week-ends but were to be returned promptly Monday morning before nine o'clock. A complete set of rules was drawn up and a typed copy was sent to each classroom.

Thereafter, the grades took turns every week-end, each child checking out one book. The eighth and third grades were permitted to be first; then the seventh and fifth grades, and finally, the sixth and fourth grades. Everyone hopes that next year our library will grow large enough to permit the books to remain out a week.

To date, our library is not complete as the card catalog is lacking. A beginning has been made, but it will fall to the seventh grade of the coming school year to complete it. Since we have decided to get Library of Congress cards, it is necessary for the children to look up the number of each book in the *United States catalog*. During the last few weeks of school various committees of the seventh grade went to the public library where the librarians assisted them in using the *U. S. Catalog*. They did not finish, however, so the class coming on will have a definite and tangible piece of work to begin with in September.

But aside from the actual preparation of the books for circulation and the carrying on of the duties of charging books in and out, many other activities grew out of this library enterprise. Probably the most interesting was the "Book Week" program.

Early in the year, the children began writing letters to various notable authors and illustrators of juvenile literature. In their correspondence they told about the new library, the books they enjoyed reading, and why they had found them delightful. Return letters began coming in, and greatly disappointed was the child who failed to hear from the author to whom he had written. The letters often contained a requested picture or snapshot. Everything was carefully saved and

the local point of interest for the entire when "Book Week" came, the library was school. The newly-purchased books and those Monsignor had brought back from England were attractively displayed; book-jackets decorated the library bulletin board as well as the hall bulletin boards on all three floors. The letters and pictures of the authors were placed where no one could fail to see them. Mrs. Brink, Mrs. Lewis, Munro Leaf, Dorothy Aldis, Rose Fyleman, Booth Tarkington, Helen Sewell, and others were represented, either with letter or picture, or with both. Surely *Caddie Woodlawn*, *Ferdinand*, *Fairies and chimneys*, *Young Fu*, *Hop, skip and jump* held an added significance to the children because of this personal contact with their creators.

Other "Book Week" activities included voting for favorite books and the holding of story hours for the kindergarten, first, and second grades. A ballot box was placed in the library and every child was urged to name his favorite book. At the end of the week the votes were counted and the results posted on the bulletin boards. *Pinocchio*, *Winnie the Pooh*, *Tom Sawyer*, *Caddie Woodlawn*, and *Penrod* ranked highest. The story hours were held in the library and were conducted by the boys and girls selected by the class for their ability to interest a young audience. Preparing for these stories had been the oral English of the seventh grade since the opening of school. To conclude the week, the children's librarian from the branch library had been invited to give story hours in all of the classrooms. By this time the seventh grade pupils had finished a frieze of story-book characters and hung it in the library above the book-shelves. It was done in bright vivid chalks and the gay figures of



Robin Hood, Ali Baba, Mother Goose, Cinderella, and others made cheerful splashes of color against the cool green wall.

Another highlight during this first "Book Week" celebration in the new library was the selection and donation of at least one new book by each of the seventeen classrooms in the school. Some rooms donated two books; one gave eight. Among those contributed were autographed copies of Halliburton's new book, *The Book of marvels*, Marjorie Flack's books, *Willie Nillie* and *Lucky little Lena*, and *I know a secret* by Christopher Morley.

After this, the children planned and carried out a book sale in the school library. The purpose was to acquaint the parents with the right type of book to be given a child and to raise funds for more new books. Books, new ones as well as the old favorites, were sent out by a company with the understanding that all the books not sold could be returned. Until Christmas week they were displayed in the school library. The selling was done by the children. The December meeting of the Parents Club was held under the auspices of the library. Letters announcing the book sale and a talk about children's literature by the local librarian were sent out by the class to all the parents. The night of the meeting found a representative gathering and the seventh grade were proud to be the sponsors. They were also delighted to be given the opportunity to show what they had accomplished in creative dramatics. After the program, the parents looked at the books and some purchases were made. Though the profit on sales did not exceed ten dollars, we all felt the venture had been successful because of the real in-

terest the parents evidenced in good juvenile literature. Checking up after Christmas, we found that with but few exceptions, all the books received by the children as Christmas gifts were of real value.

Toward the end of the school year, another chance to vote for favorite books was given. *Tom Sawyer* still held a favorite place in six of the upper classrooms. *The good master*, *Mademoiselle Misfortune*, *Treasure island*, *Heidi*, *Baby island*, *Ferdinand*, *Listening*, *Hans Brinker*, *Robin Hood*, *King Arthur*, and *Snow White* were among those preferred by a majority of the children. The seventh grade boys and girls felt that their drive against serial books during "Book Week" had yielded big returns because this type of book was mentioned on less than ten per cent of the book lists. (Each child had been requested to write the names of five books he had read and liked best during the previous school year.)

When the school year closed, the amateur librarians noted with some pride and gratification that the shelves of the library were no longer empty. The Parents Club had donated fifty dollars, Monsignor Shannon had given fifty more in addition to the books he had brought back from England, the school fund had contributed fifty dollars, and besides, there had been smaller individual gifts of books and money. The library now boasts five-hundred and fifty books, including three sets of the *World book*, a set of the *New wonder world*, a good selection of fiction and easy books and the beginnings of a reference library. The class have decided that next year the library should concentrate on buying books concerning science, the arts, history, and geography.

In no other way than actually cataloging their own library could these children have acquired their present understanding and knowledge of books and prominent authors. When they maintain that *Caddie Woodlawn* is a fine book but that it probably will not reach the fame of Stevenson's *Treasure Island* or Alcott's *Little Women*; when blows are almost struck to decide whether *Penrod* or *Tom Sawyer* possesses superior literary merit; and when the characters of *The Good Master* and *Winnie the Pooh* become part of their every-day experiences, it is apparent that these boys and girls have traveled a long way from the *Bosby Twins* and *Horatio Alger* type of book. Not only have titles and authors become significant to them, but likewise, the names of illustrators and book companies. One of the girls, who had previously bought *The Good Master*, procured her own copy of *Mademoiselle Misfortune* chiefly because it was by the author of *Caddie Woodlawn* with pictures by the author and illustrator of *The Good Master*.

If Carol R. Brink, Kate Seredy and other juvenile authors have become familiar names to these children, so have such names as Scribner, Harpers, Stokes, and Macmillan and they would assure you that books published by these companies are usually worth reading.

That this library enterprise was an experience rich with possibilities is proved by the numerous activities that grew out of it and by the many opportunities the children had to acquire desirable personality traits and to improve their tastes in reading. Cooperation, reliability, neatness, and perseverance were required in the actual work of preparing the library for general use, while the daily contact

with good books has definitely influenced these boys and girls to prefer the best in reading.

Nor is the fact that every boy and girl learned to appreciate the value of his local library to be ignored. Throughout the year there was uninterrupted contact between the children's librarian at the local branch library to meet adequately all the demands of children attending a modern school. Hence the children of Saint Thomas have learned to supplement their school library with the public library, and it has become remarkably evident that each child feels that the librarian is a personal friend of his, eager and willing to help him with individual reference problems, and to assist him in selecting the right book for enjoyment.

One of the seventh grade boys gave his reaction to both libraries when he wrote: "An author to me was someone who went around writing books all day, then selling them to make money. But this year I have come to know them as real people who live as I do. Now that I've become interested in what used to be just a public building, the branch library's purpose has come into view; it has become the source of my everlasting want of something good to read."

The inspiration of good books was carried over into all branches of school work, but particularly into the field of creative writing. Some of the girls and boys with exceptional writing ability and with the gift to illustrate, determined to become writers of juvenile literature when they grow up and perhaps take their places as Catholic authors beside such notables as Mrs. Brink, Mrs. Lewis, Kate Seredy, and others. Whether they will succeed, only the years will testify.

(Concluded on page 204)

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## Editorial Page

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### IN MEMORIAM PIUS XI, 1857-1939

His Holiness Pope Pius XI (Achilles Ambrose Damien Ratti), born at Desio in the Archdiocese of Milan, May 31, 1857, was ordained to the priesthood, December 20, 1879, and became associated with the Ambrosian Library in November, 1888. In March, 1907, he became chief librarian of the Ambrosian Library; in February, 1912, assistant librarian of the Vatican Library; and in August, 1914, chief librarian of the Vatican Library. Monsignor Ratti at once set himself to the task of uniting the fourteen catalogs of the fourteen separate collections making up the Vatican Library of printed books. His appointment as Papal Envoy to Poland interrupted this undertaking, and was followed by rapid succession of high ecclesiastical preferments culminating in his accession to the Chair of Peter.

In the meantime, Monsignor Ratti did not forget his plan for the unification of the Vatican Library catalogs. Consequently, when in the winter of 1925-1926, Dr. Henry Pritchett, Trustee of the Carnegie Endowment for International Peace, visited Rome to investigate the report made by scholars and other competent observers that the great collections of the Vatican Library, the most famous and valuable collections of manuscripts and books in existence, could be made

much more accessible to scholars of all nations through a more modern system of classification and cataloging, he was able to report that His Holiness, Pope Pius XI "was particularly interested in the problem".

When Dr. William Warner Bishop, Librarian of the University of Michigan, went to Rome in March, 1927, at the instance of the Carnegie Endowment, to determine whether it would be practical to render aid to the Vatican Library, he had an audience with the Holy Father which he afterwards reported as follows:

"I was privileged to be received in private audience by His Holiness, and we had an interesting talk about the future of the Vatican Library. He was very greatly concerned with its development, and wanted it made fully available for the use of scholars. He told me of plans for the Library. He showed well that he had not been thirty years a librarian for nothing."

Subsequently, a group of American library officials came to the Vatican Library on the invitation of the Vatican authorities to cooperate in the task of classifying and cataloging, as a model, a small section of the Vatican Library. The group reached Rome on February 22, 1928, and when substantial progress had been made, His Holiness came personally to the Library by appointment and inspected the work on the spot. He remained for about forty minutes and examined the work which had been done,

going into details with great particularity, and finally expressing his cordial approval of the methods adopted. Dr. Bishop, relating the event to the present writer, put it a little more gingerly: "I'll tell you, he certainly put us through our paces!"

On the occasion of the First International Congress of Librarians and Bibliographers, held in Rome in June, 1929, His Holiness granted an audience to the Congress and greeted each librarian individually. He spent an hour touring the reorganized Vatican Library viewing the new stack room, 245 feet long, equipped with stack elevators, booklifts and steel stacks of American manufacture; the five new card catalogs: (1) an official catalog on cards comprising entries of all sorts, (2) a public catalog on cards, including authors, titles, and subjects, (3) a classed catalog, registering the books in classification order, following the Library of Congress schedules, (4) a catalog of books in the great Reference Reading Room, (5) the depository catalog of the Library of Congress ("the biggest thing in the way of introducing American library methods into Europe, that has ever happened", according to Dr. Bishop); the heating and ventilating apparatus, installed under the direction of Mr. Angus S. MacDonald of Jersey City; the photoduplicating apparatus provided by the Carnegie Endowment. (All these installations were attended by "the constant support and critical approval of His Holiness" as Dr. Bishop testified to the Carnegie Endowment.) After the tour the Pope addressed the assembled librarians from various parts of the world as his "colleagues". "We are proud of this title in a field so worthy and important as the domain of librarianship, of

bibliography and of books" he declared, recalling at the same time the supreme pleasure he derived from the fellow-feeling of his American colleagues which prompted them to send him, on the occasion of his elevation to the Supreme Pontificate, felicitations written in classic Latin, because "*Unus ex nobis factus est Summus Pontifex*". The rest of the world will perhaps remember Pius XI for his many other great accomplishments, but librarians will always cherish his memory for having made the Vatican Library "the Mother-library", as he expressed it, of all librarians. May Pius XI be henceforth our patron in heaven, and may his example while on earth inspire us to attain the highest levels of library service, professional competence, and mutual collaboration with our professional colleagues regardless of race or creed.

COLMAN J. FARRELL, O.S.B.

#### ATTEND THE CONFERENCE

A record attendance of librarians is expected at the Washington Conference. The meeting offers the chance to come into direct contact with the services of the Library of Congress, the Office of Education, the Department of Agriculture, and other government agencies; to investigate the possibilities of microfilming and other devices for reproducing printed and manuscript materials; to learn of the great quantities of Catholic material which can be brought to students and other workers in any part of the country. The beauty of Washington at that particular time of the year will supply the recreational feature; the meetings of both conventions, the tours to several institutions, and the participation in the jubilee celebrations of the two universities will be the educational reward.



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# The College Library and the Teacher Training Unit<sup>1</sup>

By SISTER MARY CHARLES,  
*College of Paola, Kansas*

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The relation of the college library to the teacher training unit presents a two-fold problem: one of organization and one of instruction. In the very outset let me state that I am limiting my subject to the elementary teaching unit because I represent the library of a junior college where cadet teaching in elementary subjects only is included in the curriculum.

The reorganization which the teaching unit entails upon the college library means a building up of departments to fit the instruction included in the education courses offered to student teachers.

I am going to pass over entirely the regular education section of the library, books on methods and management and psychology which every college library has and has always had. I also think it unnecessary to dwell upon the books needed in geography or hygiene courses, as the books included in the regular library departments are sufficient for the teacher's courses that may be offered in those subjects. In the same way the music and art collection of books, pictures and exhibits, if well built up in the library, will take care of the education courses required in their departments.

However, I find that the teacher training work in remedial reading, in the social studies, and in children's literature has

required special library organization and correlation with the teaching department.

In addition to the usual books on the psychology of reading, we have found it valuable to put in the juvenile section of our library a supply of graded basic readers and easy correlated reading matter. Our student teachers, in the course of their teacher training, do remedial work in reading with children of elementary grades. They find it convenient to pick out from the library shelves the very reading matter that is needed at a particular moment in their remedial work with a particular child and to know that they can continue finding there correlated reading matter that will entail no overlapping as the remedial work goes on.

The social studies offer an enticing field to the librarian. If the library can build up a complete set of easy and attractive references for each of the social studies units taught in all the elementary grades (and I find they begin the teaching of the social studies in grade 1 now) that will be a little library in itself. Of course this means that the librarian must familiarize herself with the elementary course of studies and the social science units. But that isn't asking much more of the librarian than is already expected of her. Isn't she expected to know everything from how to keep enough paste on hand to supply the entire school with Einstein's latest pronouncement on relativity? So

<sup>1</sup> Paper given at the College Round Table, Tulsa, Oklahoma, November 13, 1938.

it can't be asking too much of her to have her assemble attractive and readable books on the home and primitive man, on the middle ages and Greek and Roman days, on Indians and transportation and commodities, etc.

Here perhaps more than any place else can the librarian cooperate with the classroom teacher. Classroom libraries on all the units can be assembled and sent to the classroom for a day or a week or even for the entire time the unit is being taught. If I could tell you how to add five or six hours to the librarian's day, I would suggest that the librarian have in the juvenile room or juvenile section of the library a special display for every unit that is being taught by the student teachers. What attractive ones could be made! But I will not make the suggestion for the simple reason that I have never learned how to pull any extra hours out of the library potpourri. Perhaps the student teacher could be made a valuable assistant here.

Now we come to the broader term which would seem to include all that has been said—children's literature. It does and much more besides. Kansas has a required course in children's literature for teachers. I suppose most other states do too. The course meant, for us, the assembling of all the juvenile books that could be found in the school and the buying of as many as our budget would allow. And what a delightful task it has proved to be. I don't know anything more charming than the children's books that the publishers are giving us today. One could forget that she was a librarian by just turning over the pages of a new Sheed and Ward juvenile, or one of the Petershams' delightfully illustrated books, or by even looking

through the catalogs of children's books which all the publishers are putting out now.

What shall be the guide for the librarian in stocking her children's literature shelves? Naturally, the requirements of the course—so much poetry, so many fairy stories, so many nature stories, so many hero and biographical stories, will be the first guide. Then that *Pro Parvulis* fledgling which we now have at our service has been a boon to Catholic libraries. The *Pro Parvulis* catalog of selected books is indispensable in selecting juvenile titles for a Catholic library. A new and revised edition of the book list, just issued, contains 1,000 titles, annotated, indexed, and graded. Incidentally, Catholic librarians can do much in making the *Pro Parvulis* Book Club better known. I see that at least one of our librarians is at work in this job, for the *Pro Parvulis Herald* for August and September toasts a Sister librarian in a Kansas college for working miracles. Miss Mary Kiely, editorial secretary of the *Pro Parvulis* Book Club, writes that *Pro Parvulis* is serving an increasing number of our school libraries, not only in America but in many foreign countries.

If the librarians don't make all the delightful children's books better known, who will? How few Catholic parents of children who should be reading them know that such books exist. They go into ordinary book stores to buy book gifts for their children or go to the public library to borrow books for them and miss the Catholic tradition entirely. And in this day when communistic and atheistic propaganda is invading even the children's books, we need to be alert to the problem. We must publicize the fine books already on the market and we must



write books. There is enough talent in our teachers and in our librarians, coupled with the Catholic tradition that is always ours, to flood the market with children's books. Why should we relinquish the field entirely to pagan writers or leave it to non-Catholic writers to put our Catholic thought in popular form. I have in mind right now a book just off the press of Harcourt, Brace and Company, one of the most beautiful books I have ever seen—a life of Christ for children, exquisitely illustrated and telling prominently on the title page that it is from the authorized King James version of the Bible. This fine book is being sold in every book store in the country. Now why aren't we putting out two books with "Douai version of the Bible" in gold letters on them to match that one. Miss Kiely again says: "Many new Catholic writers are coming into the field, many of whom are gifted and brilliant, and Pro Parvulis is pushing them in every way. But, sad to say, their books are not given the proper start and interest by our Catholic schools when they do appear." Why should Catholic books be confined to Catholic book stores and why should Catholic writers of children's books be confined to a handful of brave unknown souls who will soon be fighting a losing battle if their ranks are not increased and their work not received?

Going back from this digression I come to the other side of the problem facing the librarian who is working with the teacher training unit in her college—the problem of instruction. In giving library instruction to student teachers, the librarian must remember that she is not instructing the general run of students who need only to learn how to use the library intelligently enough to help themselves.

She is instructing those who in turn must instruct others; she is opening up a great reserve store of power and opportunity that the prospective teacher must learn to find in the school library.

The single text book day is over. Even little children are expected to be able to assemble their own material on any project, so the young teacher must realize that the library is an important part of her teaching equipment. Many of them will go into rural schools with no libraries or poorly equipped ones. But if the college librarian has done her part, the teacher will not be content to teach without a library. She will find some way to secure one and use it effectively.

The instructional problem divides itself up somewhat as follows:

1. The teacher must be made acquainted with the library. She must know what is in it, what books are valuable to her and what can be adapted to classroom use. She must be given all available book lists and bibliographies on special units of work.

2. The teacher must be taught how to teach tools: that means that she herself must first know how to use advantageously such tools as encyclopedias, dictionaries, atlases, the *Who's Who*, *World Almanac*, and the *Readers' Guide*.

3. The young teacher must be taught how to use the library in making assignments. Too many teachers make assignments, or give long lists of questions to their students and send them to the library without any suggestion as to where to find the answers or what material to use and what to reject. In nine cases out of ten the teacher herself doesn't know the facilities of the library.

4. Lastly and most important, the teacher must know how to use the li-

brary for background material, for the leisure reading of her students, for the happiness she can give children by introducing them to books. Not long ago I heard a teacher say, "I am not permitting my pupils to do any leisure reading until they do better work in their social studies." She did not realize that her social studies problem was a reading problem and the more easy leisure reading her pupils did the easier their social studies reading would be for them. Another zealous teacher, because an undirected pupil had gotten into some undesirable reading, forbade her pupils to read any book from the public library. Instead of going to the library herself and listing desirable books and thus directing her pupils' reading, she thought she was doing the noble thing in forbidding all reading. A mother of one of these students came to her in despair during the summer. She wanted her little daughter to do leisure reading during the vacation days, but the child refused to read a library book because her teacher had told her not to.

Now it is to prevent recurrence of episodes like these that the librarian takes upon herself special instruction of the college students in the teacher training unit. Of course this means that the librarian must know classroom conditions, must keep in touch with the boy and girl world of reading and know what book a fifth grade boy will thrill over or what book a sixth grade girl will lose herself in. She must show skill, judgment and knowledge in adjusting a book to a child's need. But let us remember, in instructing one student teacher we are opening up the world of books to the hundreds of children whom she will teach in the course of her career.

Now where and when shall this instruction be given? At our college we have put a library project into the methods course. Besides the instruction already suggested, the student teacher must know something about the cataloging and care of books, for often she will have the care of a classroom library along with her other duties. This inclusion of library training in the methods course is, of course, not the panacea of all instruction, but until the time comes when we can have a separate required course in library methods for teachers, it is not entirely unsatisfactory.

In closing let me urge upon you as librarians to do your part in making teachers recognize the nobility of their profession and in keeping Catholic lay-teachers in the field. You are all, no doubt, cognizant of the fact that our education classes are for the most part attended only by young Sisters and non-Catholic girls. Our Catholic girls will not go into teaching because they fear the discrimination that makes it difficult for them to secure schools. A mother who enrolled her daughter in our college this fall said: "Mary wants to be a teacher, but the family has decided that it is too difficult for a Catholic to secure a school and she is going into business." So Mary, who is one of our most brilliant pupils, is taking typewriting and comptometer, while our education classes are filled with non-Catholic girls. We cannot fight discrimination by withdrawing from the field and there is no more potent field of Catholic action than that in which the Catholic teacher in the public schools finds herself. As librarians, we can add to the enrichment of the future teacher's life. May it become more and more an enrichment of the Catholic teacher's life.

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## Cataloging and Classification Notes

Edited by REV. THOMAS J. SHANAHAN,  
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### *Classification Numbers in the List of Subject Headings and in the Authority File.*

The L. C. list of subject headings which in many cases prints the classification number along with a subject heading gives us the nearest approach to a general index of the L. C. Classification. Catalogers can imitate this feature and save themselves much future searching if with new headings written into their list of subject headings they include the corresponding class number. The same may be done in the authority file for personal names when the library classifies its biography in a number of places; in that case the class number for a life of the person is given. An example is BQX 888.C4 (or, C70.888.C4) for a life of St. Charles Borromeo in the *Alternative classification*. The personal name and subject lists then become supplementary indexes to whatever classification is being used. They forestall useless delay and, what is worse, classification of identical matter in different places.

### *Biography in the Alternative Classification.*

A classified arrangement of biography is familiar to librarians who use the L. C. scheme; not so, perhaps, to many who are accustomed to group all biographical

works in one place. An outline of the disposition of biographies in the *Lynn Alternative classification* may consequently be helpful and save much paging on the part of those who are just becoming acquainted with it. Note that numbers in BQ, BQT and BQV are in nearly all cases for lives of writers. Those in BQX are for persons whose lives, not literary works, are the principal reason for our interest in them. General collective biography comes next to the end, followed by an optional scheme which puts all individual biography in one place for libraries which wish that arrangement.

#### BQ

38	Biography of patrologists
95-257	Collected biography of Christian writers
414	Collected biography of Greek Christian writers
1006-1949	Individual biography of Greek Christian writers
3013	Collected biography of Oriental Christian writers
3103-3998	Collected and individual biography of distinct groups of Oriental writers
5014,	Collected biography of Latin Christian writers
5034-5062	
5601-6286	Individual biography of Latin Christian writers
	Individual biography of Western writers:
6301-6999	869-1564 A. D.
7003-7137	1564-1869 A. D.
7401-7499	1869 A. D. to the present

## BQT

- 227 Apologias of converts
- 445 Biography of anti-Catholic controversialists
- 803-969 Life of Christ
- 1042-1058 Life of the Blessed Virgin
- 2169 Collected biography of ascetical writers
- 2406-2430 Individual biography of mystical writers
- 2703-2771 Pious biography (lives written for edification)
- 2956 Biography of famous preachers
- 3244-3245 Biography of missionaries
- 4019 Biography of liturgiologists
- 4551, 4555, Biography of composers of sacred music and musicians
- 4559

## BQV

- 130-132 Biography of canonists

## BQX

- 47-51 Church historians
- 102-104 Collected lives of the popes
- 159 Collected biography of cardinals
- 268-(269) Martyrs (early church)
- 317-318 Early Christian biography (general)
- 321-1097 Lives of individual popes
- 398 Biography, 313-590 A. D.
- 510-511 Biography, 590-1049 A. D.
- 674-675 Biography, 1049-1305 A. D.

- 788-789 Biography of persons connected with the Inquisition
- 798-799 Biography, 1305-1447 A. D.
- 887-888 Biography, 1447-1564 A. D.
- 961-962 Biography, 1564-1648 A. D.
- 997-998 Biography, 1648-1789 A. D.
- 1047-1048 Biography, 1789-1869 A. D.
- 1087-1088 Biography, 1870 A. D. to the present
- 1511-5151 (Local church history.) Numbers for biography under each country
- 5436 Collected biography of the Eastern churches
- 5485 Biography of Eastern monks
- 5586 Biography of the Jacobite (Monophysite) church
- 5826 Biography of the Orthodox Eastern church
- 5898 Saints of the Orthodox Eastern church
- 6327 Melkite biography
- 6851 Collected biography of religious
- 6901-8043 Biography of founders and members of individual religious orders. (Ordinarily, all religious except founders should be classed in one of the preceding categories.)
- 8203-8279 General collective biography of Catholics
- 8291-8399 Optional scheme for individual biography

## CATHOLIC PERIODICAL INDEX

Mr. Laurence A. Leavey, Managing Editor of the *Catholic Periodical Index*, announces a tentative publication date of May 1 for the 1930-1933 cumulated volume. A dummy of approximately 100 pages will be on exhibition during the Washington convention. The entire volume of almost 1,000 pages will contain many revisions of subject entries, cross-references and minor points of style, designed to make the older indexing conform to recent changes. Advance orders will be appreciated in order to ascertain the number of copies to be printed. Persons who are not already subscribers

should send their orders to the H. W. Wilson Company and checking lists, now in process of preparation, will be forwarded by the end of March.

Immediately after publication of the 1930-1933 cumulative volume, Mr. Leavey states that current indexing of 1939 periodicals will begin and will be published in a January-June, 1939, cumulation. A new list of periodicals is being prepared and will be submitted to subscribers before indexing on 1939 periodicals starts. Mr. Leavey was appointed to the editorship of the *Catholic Periodical Index* in July, 1938.

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## News and Notes

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### ELECTION RESULTS

The following are the results of the election, as announced by Sister M. Ildephonse, Chairman of the Election Committee:

#### President

William A. FitzGerald, Ph. D.  
Brooklyn Preparatory Library,  
Nostrand Avenue and Carroll Street,  
Brooklyn, New York.

#### Vice-President

Reverend Thomas J. Shanahan  
St. Paul Seminary,  
St. Paul, Minnesota.

#### Executive Council (Term Expiring 1945)

Reverend Colman J. Farrell,  
St. Benedict's College,  
Atchison, Kansas.  
Rev. Henry H. Regnet, S. J.  
St. Louis University,  
St. Louis Missouri.

Through an error, the Nominating Committee assumed that Mr. Paul R. Byrne had accepted a nomination for the position of Secretary-Treasurer whereas he feels compelled to resign. The Executive Council will choose a new Secretary-Treasurer at the Washington meeting. We are very sorry that Mr. Byrne insists on leaving an office whose duties he has performed excellently and at great personal sacrifice.

To the newly elected officers we extend our best wishes and add the hope that they continue along the path blazed by the previous administration, notable for

its reorganization of the entire C.L.A., and, in particular, for the re-establishment of the *Catholic Periodical Index*.

### OFFICIAL ANNOUNCEMENTS

The Oregon-Washington Unit has been established under the chairmanship of Brother David, C.S.C., Librarian of the University of Portland, Portland, Oregon.

The following are new committee appointments:

Sister M. Elvira, O.F.M., librarian, St. Francis College, Joliet, Illinois, appointed Chairman of the Special Memberships Committee.

Reverend Irenaeus Herscher, O.F.M., Librarian, St. Bonaventure's College, St. Bonaventure, New York, appointed to the Committee on Library Training Agencies for the term expiring 1941.

Sister Mary Mark, Librarian, St. Mary College, Leavenworth, Kansas, appointed to the Committee on Committees and Special Projects for the term expiring 1942.

Reverend August Reyling, O.F.M., Librarian, Quincy College, Quincy, Illinois, appointed to the Committee on Committees and Special Projects for the term ending 1945.

Sister St. Ruth, Librarian, D'Youville College, Buffalo, New York, appointed Chairman of the Committee on Committees and Special Projects for the term expiring 1940.

Sister M. Denise, O.S.B., College of St. Scholastica, Duluth, Minnesota, and



Sister Marie Cecilia, C.S.J., College of St. Catherine, St. Paul, were appointed to the Committee on *The Catholic Library World*, replacing Mr. W. S. Merrill (resigned) and Sister Mary Reparata (abroad on extended leave).

#### CATHOLIC LIBRARIANS OF NORTHERN OHIO

"Culture through Library Service" was the theme of the third annual meeting of the Catholic Librarians of Northern Ohio, held November 25, 1938, at Central Catholic High School, Toledo, Ohio, with Sister Ann, C.S.S.J., of St. Joseph Academy, Cleveland, as chairman. Sister M. Helen, O.P., Librarian, Sacred Heart Academy, Akron, Ohio, presided at the morning session. The Reverend Raymond G. Kirsch, Principal, Central Catholic High School, Toledo, welcomed the delegates, who came from all parts of the Cleveland and Toledo Dioceses.

The first paper of the morning session was read by the Very Reverend Msgr. Francis J. Macelwane, President of De Sales College, Toledo. Msgr. Macelwane described objective culture as the contribution of the ages in the fields of music, art, literature, which are man's interpretation of the works of nature; in the field of science, which is an analytical interpretation of the material world around us; and also in language, philosophy and religion. Subjective culture is the participation by an individual in the inherited culture of the ages; and librarians share with teachers the duty and privilege of developing sound culture in the young people whom they serve—of making them share, according to individual capacity, the achievements of the past.

Sister M. De Sales, C.S.A., St. Augustine Academy, Lakewood, discussed the

primary importance of careful purchasing of books in school libraries, and offered a practical plan for cooperative book selection in a limited area. "The Value of Personal Service to the Library" was the subject of a paper read by Miss Margaret McCarthy, Birmingham Branch, Toledo Public Library.

The business meeting was held in the school cafeteria, immediately following luncheon. At this meeting announcement was made of the publication of a news sheet, to be sent each month to the Catholic Librarians of Northern Ohio. Sister M. Genevieve, Librarian, Notre Dame College, South Euclid, Ohio, is editor. A union list of periodicals is being prepared by Mr. Frank Suhadolnik, John Carroll University, Cleveland, Ohio.

The afternoon Round Tables, College and High School, discussed "Library Service through Periodicals", and "Reading Sequences", while the Hospital Round Table, newly formed this year, considered the requirements of a practical training school library, and the personnel of hospital libraries.

At the invitation of Sister M. Helen, O.P., the 1939 meeting will be held at Sacred Heart Academy, Akron, Ohio.

#### WESTERN NEW YORK CONFERENCE

On Saturday afternoon, February 18, at two o'clock, St. Mary's Academy, Kenmore, the Western New York Catholic Librarians Conference held their thirteenth meeting. A short discussion showed that *Scholastic* had been thought objectionable by some because it was so strong for the Loyalist side in the Spanish Civil War. One school has used the *Catholic Digest* instead. However, since so many Catholics and others had not



been against that stand, most of the schools retained *Scholastic*, particularly because of its usefulness in other departments. No other magazine was suggested as suppling the need that *Scholastic* does.

The bibliography for supplementary reading for high school history classes was discussed. Members agreed to make use of the offer to have it printed by the local paper, after the work of annotation has been done thoroughly. Miss Garvey of Nardin Academy gave condensed reviews of five books. Other reviews were postponed until the March meeting so that more time might be allowed to inspect the exhibits. The librarians and teachers commented on the richness and variety of maps, charts, atlases, and project material displayed by Rand-McNally, Nystrom, Denoyer-Geppert, and McKinley Publishing Companies.

Dr. Paul Conroy, professor of history at Canisius College, used a large map of the United States to illustrate how the history of the country depended to a large extent on its actual physical contour. He pointed out how the cities on the eastern seaboard overcame the natural competition of the Mississippi valley for foreign trade by a system of railroads, the Erie Canal, the Pennsylvania system and so on. It was interesting to review the history of the country from the days of the fur trader to almost the present in terms of the land where the events took place.

Besides the librarian members of the conference, thirty public school teachers and librarians and seventy sisters, teachers in high school or the upper grammar grades, attended.

#### BROOKLYN-LONG ISLAND

The Brooklyn-Long Island Unit met at the St. Francis Preparatory and College Libraries, Saturday afternoon, February 4, 1939. The meeting was opened at the Prep Library by the chairman, Dr. William FitzGerald, librarian of Brooklyn Preparatory School. Sister Mary Louise, librarian of Bishop McDonnell Memorial High School spoke on the subject of "Visual Aids to Shakespeare" and passed around colored plates illustrating some of the scenes from the Shakespearean plays. Brother A. Thomas, librarian of Bishop Loughlin Memorial High School, gave a short talk on the importance of membership in the C.L.A. Brother Jerome, Dean of St. Francis College, welcomed the guests and sketched briefly the history and growth of the St. Francis libraries.

Mr. Ward Clarke of P. J. Kenedy & Sons, a member of the Cardinal Hayes Literature Committee, spoke on "Catholic Books", stressing the methods by which Catholic books are selected, what constitutes a Catholic book, and explained why Catholic books often seem high in price as compared to non-Catholic books. He also commented on the difference in style of writing such works as lives of the saints at the present day as compared to that employed in former years.

The meeting then adjourned to the College Library, where refreshments were served and the motion picture "Found in a Book" was shown. At the close of the film, Mr. Laurence Leavey, of the H. W. Wilson Co., spoke briefly of the progress of the *Catholic Periodical Index*.

Approximately thirty-five librarians from Catholic schools, colleges and public libraries in Brooklyn, Long Island and Manhattan were in attendance. Mrs.

Berta M. Sedgwick, librarian of St. Francis College, and Mrs. Marjorie D. Berry, librarian of St. Francis Preparatory, were hostesses.

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A *Map of the provinces, archdioceses and dioceses of the United States and possessions*, in three colors, 32"x48" in size, printed on heavy paper suitable for framing, is available from the National Catholic Welfare Conference Publications Office at \$5.00 for a single copy, \$4.00 each, if two or more are ordered. This map shows the provincial and diocesan limits together with boundaries of states and counties within these respective divisions. Prepared under the supervision of the National Catholic Welfare Conference, assisted by Rand McNally and Company, the map should prove invaluable in chancery and other diocesan offices as well as in Catholic rectories, schools, colleges, seminaries, headquarters of religious communities, commercial houses, etc.

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As we go to press we learn that Reverend Francis X. Downey, S.J., of the Pro Parvulis Book Club has accepted an invitation to speak at the Elementary School Libraries Round Table.

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The Second Annual Book Fair held by Canisius High School, commemorating the Fourth Centenary of the Introduction of Printing on the American Continent, was held from February 12 to 19. Lectures, motion pictures, a debate, and a spelling bee featured the late afternoon programs while a "Publishers' Row" displayed the best current offerings in books for young and old. The pro-

gram, with its exceptionally attractive cover and a six-page "Reading Menu for Lent" deserves preservation.

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The March number of the *Catholic School Journal* contained the following articles by members of the C.L.A.: "The Library and the School", by Rev. Colman Farrell, O.S.B.; "Pamphlets in the High School Library", by Eugene P. Willging; "How to Use Children's Literature in the Elementary Grades", by Mary Kiely; "Story Hour in the Catholic Library", by Sister M. Oliva, O.S.B.; "A Patron Saint of Libraries and Librarians", by Francis S. Betten, S.J.; "The Good Catholic Novel for the Adolescent Reader", by Sister Edward, S.C.L.; and, "Recreational Reading for Boys", by Rev. Stephen R. Fogarty, O.S.A.

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On March 18th the New York-New Jersey Unit will meet at the Catholic Book Shop on 45th Street, at which Dr. Erik von K  hnelt-Leddihn, author of *Gates of hell* and other works, will speak on "What is Europe?"

#### A LIBRARY ENTERPRISE

(Concluded from page 192)

That our library enterprise has been a vital experience to the boys and girls who carried it out can perhaps best be verified by what a mother related at a recent conference: "James said to me, 'Mother when I grow up, if I can't find any other work, I can be a librarian because this year I learned everything about books'."

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We regret that we were unable to present another section of "Catholic Book Publishing in the United States" in this issue. The April number will contain the conclusion.

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## Book Reviews

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*The classification of books.* Grace Osgood Kelley. New York, The H. W. Wilson Company, 1937. Pp. 200. \$1.75.

Miss Kelley has thrown open the door to a new discussion and a fresh evaluation of all our present practice in classification and subject cataloging. Very little serious consideration of the fundamental bases of classification and cataloging has been made since the turn of the century. Simplifications, expansions, new rules, and extensive revisions of details, and the compilation of monumental union catalogs have absorbed the attention of individual librarians and their organizations. Miss Kelley out of a long experience as a student and research worker, as head classifier at John Crerar Library in Chicago, and as readers' consultant in the Queensborough Public Library is unusually well-equipped to survey the usability of classification and the subject catalog as avenues to the subject content of libraries.

By means of extensive searches of the shelves, the subject catalog, bibliographies, and periodical articles for materials on the beaver, the cormorant, and the American bison, Miss Kelley shows that only 2.7 per cent of the existing material on the beaver is to be found in the specific classification number for that subject, while 17.2 per cent of this material is found in the subject catalog. Corresponding percentages of the material owned by the library are 5.9 in the class number, and 37.3 in the catalog. Similar results are shown for the other two subjects. These figures are a bit startling, but it is not news to any librarian that the material on the shelves of the library only opens the search for materials for an exhaustive study of any subject. Miss Kelley, however, concludes that this fact makes close classification valueless, and the specific discrimination between phases of a subject useless. She points out that the classification schemes now in use, by this she must mean the Dewey Decimal classification and the Brussels expansion, were de-

signed for application to classified catalogs, and are therefore faulty when applied to books. She suggests the elimination of all fine distinctions with an increase of emphasis on catalog subject entries, and bibliographies.

The author does not note that the specific class number, in practice, is used largely for quick reference, and that any exhaustive study by its very nature, involves a survey of all possible sources. Classification can only bring together such entire books as may be devoted to a topic, but there would be some incongruity in finding one's three fine treatises on the beaver widely scattered among other books on Zoology ranging from the anatomy of the cat to the fauna of the lower sea levels. Dr. Cutter's contention is still valid that subdivision does not separate subordinate and superordinate topics but only makes them orderly. Miss Kelley's point, that rapidly growing literatures do not readily show their configurations, is well taken, validating the often suggested plan for some use of time distinctions in such fields.

An excellent bibliography follows the text, which is supplemented by an Appendix containing twelve groups of "problems" for class discussion making the book a useful and unusual sort of textbook. The topical index covers twelve pages.

Miss Kelley's work bears the unmistakable stamp of the critical approach of the Graduate Library School of the University of Chicago, where it was offered as a doctoral dissertation. This weighing of the usefulness of the sometimes esoteric and always expensive classification process is worthy of serious consideration by administrators, and of careful discussion in library schools where too often students have been drilled in a certain technique, with only the foggiest of notions as to the underlying principles governing their fundamental service to readers.

MRS. JEANNETTE MURPHY LYNN.

*Religion, théologie, droit canonique; classe 2 et division 348 de la classification décimale. Revues et complétées d'après la théologie catholique. Augmentées d'une table alphabétique et de références à la Somme de Saint Thomas, par Paul-Aimé Martin, C.S.C. Préface de M. Aegidius Fauteux. "Mes Fiches", 3530, avenue Arwater, Montréal. Pp. 118.*

Father Martin, librarian of the Université de Montréal, some two years ago began the publication of a bi-monthly magazine, *Mes Fiches*, devoted to problems of bibliography, particularly to classification. This book of 118 pages takes the place of twenty numbers of that periodical and offers to "the readers of *Mes Fiches*, to the young, to priests, and to libraries" a revision and expansion of the 200 class and the 348 division of the Brussels Classification *Décimale*.

Father Martin has followed closely the plan and devices of the Brussels schemes, including the various signs of relationship, as of place, time, and language of the text. Like its parent it also follows Dewey in using the symbols and meanings of the original Dewey. Thus, 210 is used for Natural Theology, 220 for Bible, 230 for Theology, etc. The one exception made is that often recommended by the Catholic Library Association's Committee on Technical Problems, namely that 270 be used exclusively for the history of the Catholic Church, abandoning the use of 282 altogether, and all divisions and subdivisions are read in their Catholic sense, relegating Protestant and other non-Catholic theology and literature to 280-289 and parts of 260.

Persons unfamiliar with the Brussels scheme will at first find the details of notation and the minor devices a little confusing, but careful study of the table of "Preliminaires" should make these matters clear. In all probability few libraries using Dewey will care to use these special signs, curves, dashes, colons and quotes, but the tables without these adjuncts are complete and intelligible.

Father Martin's subdivision of the theological sciences is based upon the Dewey heads, and within them upon the *Summa* of St. Thomas. After each major title, the reverend author has added the numbers of the corresponding questions from the *Summa*, thus defining the intended content of the class. A similar addition to the titles of the divisions of Canon Law shows the numbers of the canons included, as taken from the Code of 1917. Within this divi-

sion. (348) there are 179 subclasses. No provision is made for the complex canon law of the Catholic eastern churches, although the arrangement for non-Catholic churches would provide for the Orthodox and other schismatic eastern groups. Similarly, a concession to the Dewey precedent relegates all the Eastern communions, including Catholics of the ancient eastern rites to a place among the "Diverses églises chrétiennes".

The nine main subclasses of the "2" class are all treated. Forty-four octavo pages are employed for these outlines, with seven pages for the division 348. An excellent index showing most of the features of the Dewey Relative index is appended to the tables. A noteworthy device employed here is an asterisk which identifies the place where the bulk of the literature on a given topic is to be placed, while additional references are provided for special treatments.

Father Martin's work, where it is free of the preclusions of the Dewey framework, is scholarly and clear. Excellent explanatory notes, numerous synonyms and careful distinctions of intention are evident on every page. Necessarily the whole bears both the virtues and limitations imposed by its relation to the Decimal classification and the Brussels tables. Its progression follows a vague and more or less accidental pattern with some tendency to dump minor topics as in 242-247, and 267-269, producing some strange mixtures, as, for example, the apposition of the Salvation Army and retreats and parish missions. Notable also are the separation of Apologetics from Natural Theology, and of heresies from the history of theology. There are two series of religious communities, one alphabetical and one following no evident order (271.1-271.9). Even a small library may find it difficult to care for the material upon their local community or order under such a plan.

With these minor exceptions the work is most welcome. Libraries using the Dewey are likely to welcome it enthusiastically as a Catholic solution to their religion classification problem, which will allow them to retain the classification of books already placed on their shelves, with slight additions or no change. It is obvious that this sort of work should be done by a member of the clergy and Father Martin's status as both priest and librarian assures the authenticity of his terminology and of the sequences where he has been their author.

(Concluded on page 208)



# New Books

## BOOK CLUB SELECTIONS

### CATHOLIC BOOK CLUB

FEBRUARY, 1939

WILLIAMSON, CLAUDE, O.S.C. *Great Catholics*. Macmillan. \$2.50.

See entry under Biography, *infra*.

## REFERENCE

*The Irish Jesuit directory and year book, 1939*. Twelfth year of issue. Dublin, Irish Messenger Office, 1939. 220p. 1s.  
Calendar, directory, and articles on contemporary Jesuit history.

## PHILOSOPHY

ALLERS, RUDOLF. *Self improvement*. Benziger. 255p. \$2.50.

"Deals with the difficulties man encounters in life insofar as these difficulties have their origin in human personality . . . And it endeavors to show that . . . man has many more chances of changing and of making himself change than common opinion will concede."

KELLY, BLANCHE MARY. *The sudden rose. An essay on the unity of art*. Sheed & Ward. 183p. \$2.00.

Theme is that the greatness of the arts depends on the Christian revelation, as preserved and interpreted by the Catholic Church and that departure from that tradition has brought chaos and confusion.

## RELIGION

BUSCH, JOSEPH F., BP. *The art of living with God*. Benziger. 219p. 50 cents.

"Proposes to show . . . the immense practical importance of divine grace by a brief and popular description of the ordinary workings of the Holy Spirit in the human soul."—Catholic knowledge series of reprints.

CONFRATERNITY OF CHRISTIAN DOCTRINE. *Proceedings of the National Catechetical Congress* . . . Hartford, Conn., October 1-4, 1938. St. Anthony Guild Press. 462p. \$1.50, plus postage.

Papers on religious instruction at all age levels from nursery to adult.

CRAWFORD, EUGENE J. *The Three Hours' Agony for sisters. A book of devotion for Good Friday and other occasions during the year*. Benziger. 120p. \$1.75.

Meditations on the seven words, and hymns; designed for public or private use.

DE COURTEN, SIGISMUND, O.S.B. *Officium parvum Beatae Mariae Virginis*. Complete with English rubrics. Benziger. 263p. Cloth, 40 cents; leather, 75 cents.

Pocket size edition in large type.

DUESBERG, HILAIRE, O.S.B. *My faith: what does it mean to me?* Tr. by Ada Lane. Benziger. 274p. 50 cents.

Analysis of the value of religion in the terms of ritual, inner life, reason, morality, society, suffering and care, and the individual.—Catholic knowledge series of reprints.

MACDONNELL, FREDERICK, S.J. *To whom shall we go? A ceaseless question and its changeless answer*. Benziger. 200p. 50 cents.

Chapters on dogma and Christian life.—Catholic knowledge series of reprints.

MATURIN, B. W. *Self-knowledge and self-discipline*. St. Anthony Guild Press. 301p. \$1.50, plus postage.

American reprint of a spiritual classic.

MISSAL. *The lessons and gospels for the season of Lent taken from the Roman missal*. Introduction by Fr. Conrad Pepler, O.P. Benziger. 187p. \$1.50.

Contents explained by title.

O'BRIEN, JOHN A. *Religion in a changing world; Christianity and modern thought*. Preface by Most Rev. Arthur J. Drossaerts. Our Sunday Visitor Press. 291p. \$1.50.

"A critical study of modern thought in the light of Christian philosophy. Contents: Religion and science; an interpretation of the bearing of modern science upon the Christian faith. Religion and war; the Church's fight for world peace. Religion and society; the Church's struggle to translate morality into contemporary social life."

ORCHARD, W. E. *The cult of Our Lady. A defence, an explanation, and an appeal*. Longmans. 68p. \$1.00.

Contents: General objections considered. The witness of the Gospels. Theological considerations. Artistic appreciations. Mystical and social implications. Final objections answered.

THOMAS AQUINAS, ST. *Saint Thomas Aquinas meditations for every day*. Adapted from the Latin of Rev. P. D. Mezzard, O.P., by Father E. C. McEniry, O.P. Somerset, Ohio, Rosary Press. 496p. \$3.00.

Excellent compendium of meditations selected from the corpus of St. Thomas' works. Supplementary material includes seventeen "Spiritual Topics for Retreats", prayers of St. Thomas and a brief bibliography.

## SOCIOLOGY

CATHOLIC SOCIAL YEAR BOOK. *The foundations of international order*. Papers presented and conclusions adopted at the Catholic International Peace Conference at the Hague, August, 1938. Catholic Social Guild, Oxford, England. 128p. 1s.

Contents: Political causes of international disorder and their remedy; historical and philosophical analyses. Organization of international society. Obstacles to the organization of international society. Economic causes of international disorder and their remedy. Conclusions.

DAWSON, CHRISTOPHER. *Beyond politics*. Sheed & Ward. 136p. \$1.50.

Continues the theme of *Religion and the modern state*. Contents: Beyond politics. Politics and national culture. The totalitarian state and the Christian community. Considerations on the coronation of an English king. Christianity and politics.

STRENG, FRANZ VON, BP. *Marriage, a great sacrament in Christ. Instructions for the married and for those who contemplate marriage*. Tr. and ed. by the Rev. Charles P. Bruehl. Benziger. 128p. \$1.50.

Appendices include the English text of the marriage service, the nuptial Mass and the ceremony of churching; brief bibliography.



## EDUCATION

HUGH OF ST. VICTOR. *Didascalicon. De studio legendi; a critical text.* A dissertation (Ph.D.) by Brother Charles Henry Buttimer. Washington, Catholic University Press. 160p.

New text edited after collating thirty selected MSS. of the 12th-13th centuries.

O'BRIEN, JOHN A. ed. *Catholics and scholarship; a symposium on the development of scholars.* With a preface by the Most Rev. John T. McNicholas and an introduction by the Most Rev. Hugh C. Boyle. Our Sunday Visitor Press. 256p. \$2.50.

Contents: The present situation; an open forum. The development of natural scientists; research workers speak. Eminence in the social sciences; social scientists speak. Constructive measures for scholarship; educators speak. The prospect for Catholic literature; litterateurs speak.

## LITERATURE

BLAIR, DAVID HUNTER, O.S.B. *In Victorian days and other papers.* Longmans. 249p. \$2.40.

Lively, personal memories of English life in the late nineteenth century, with several essays on Oxford and its great men.

DUGGAN, EILEEN. *Poems.* With an introduction by Walter De La Mare. Macmillan. 65p. \$1.50.

Eileen Duggan is an Australian poet. Several of the forty-three short, one page poems in this volume are Catholic in theme and spirit, especially "St. Peter", "The Name", "After the Annunciation" and "A New Zealand Christmas". Other arresting titles are "The Blacksmith's Wife", "Cloudy Bay" and "The Bushfeller", suggesting the wide variety of content. Mr. De La Mare gives his personal criterion for judging Miss Duggan's work as poetry.

MADELEVA, (Sister) M. *Selected poems.* Macmillan. 119p. \$1.60.

Sister Madeleva here has gathered seventy-five lyrics divided among the general headings, "Chronicle", "Summaries", and "Calendar", with twenty-two sonnets. This collection is a rich range in styles and in themes, secular and sacred. Even the geography is extensive—from "California Spring" to "Stonehenge" to the "Suez Canal at Sunset". We have the sentry, the "Ferry Man", the sailor, the "Pied Piper", "Penelope", the priest and nun, and "Mary of Magdala: Autobiography".

PATMORE, COVENTRY. *Mystical poems of nuptial love. The Wedding Sermon, The Unknown Eros and Other Odes.* Edited with notes by Terence L. Connolly, S.J. Bruce Humphries. 316p. \$3.00.

Coventry Patmore is the English convert who said, "The proper study of mankind is woman" and devoted the best part of his poetic career glorifying the wife. In the present days of divorce two of his poems, "The Wedding Sermon" and "The Unknown Eros", along with the helpful notes on these poems and incidentally on the nature of love and Christian marriage, are certainly timely. The poems comprise 123 pages. The remaining 200 pages of notes are rich in illustrative material and quotations.

## FICTION

HURLEY, DORAN. *Herself: Mrs. Patrick Crowley.* A romantic tale. Longmans. 308p. \$2.00.

"Tishier" than Mary Roberts Rinehart at her best, *Herself* can be counted on to provide a pleasant evening of wholesome reading.—Editor's note: Our reviewer wanted us to write a full review of this novel as an excellent example of how easily the spirit of Catholicity can harmonize with the exigencies of modern life. The characters and locale continue those of *The Old Parish*, although this a full-length novel portraying the adventures of Mrs. Crowley after she wins the Irish Sweepstakes.

McLAVERTY, MICHAEL. *Call my brother back.* A novel. Longmans. 261p. \$2.00.

Delves into the mental life of an Irish peasant boy who is translated with his family from his native

poverty-stricken Island of Rathlin to the troubled city of Belfast during the turbulent years which marked the activities of the Irish Republican Army. It is characterized by restrained presentation of emotions together with a simple and lucid style of presentation. The early chapters of island life are quite readable but the story lags somewhat in its description of school life in Belfast. Restrained realism is apparent throughout the entire book which is also marked by its lack of sordidness.

## HISTORY

BURTON, KATHERINE. *Paradise planters. The story of Brook Farm.* Longmans. 336p. \$2.50.

Popular account, almost an historical novel, of a famous American social experiment with which Orestes Brownson and Isaac Hecker were associated before their conversion.

DU PLESSIS, JEAN. *The human caravan. The direction and meaning of history.* Tr. by Francis Jackson. Sheed & Ward. 366p. \$3.00.

An essay in the philosophy of history, stressing the laws of unity and domination.

## BIOGRAPHY

FONTENELLE, R. *His Holiness Pope Pius XI.* Tr. from the French by M. E. Fowler. The Sherwood Press, Edgewater Branch P. O., Cleveland. 278p. \$3.50.

Biography, emphasizing the years of his pontificate from 1922 to early 1937. The author is a Canon of St. Peter's. Index.

WILLIAMSON, CLAUDE, O.S.C. *Great Catholics.* Macmillan. 456p. \$2.50.

Contents: Paul; apostle, martyr. St. Paula. St. Augustine, Bishop of Hippo. Hildebrand, pope and reformer. St. Anthony of Padua. St. Catherine of Siena. Thomas Linacre. Le Chevalier De Bayard. St. Thomas More. St. Ignatius Loyola. Cardinal Pole. St. Teresa. St. Charles Borromeo. Francisco Suarez. Dom Augustine Baker. St. Vincent De Paul. John Dryden. St. Margaret Mary. François De Salinas De La Mothe-Fénelon. Charles Carroll of Carrollton. Julie Billiart. John Lingard. Daniel O'Connell. The Abbé Migne. Cardinal Newman. Leo XIII. Augustus Welby Pugin. Antoine Frédéric Ozanam. Gregor Johann Mendel. Gerard Manley Hopkins. Dom Hildebrand De Hempsinne. Mother Janet Stuart. The Very Noble the Viscount Charles De Foucauld. Francis Thompson. Charles Dominic Plater, S.J. Aubrey Beardsley. Patrick Cardinal Hayes.

## JUVENILE

BRENNAN, GERALD T. *Angel food. Little talks to little folks.* Preface by the Most Rev. Walter A. Foery. 114p. \$1.50.

Well-prepared sermons, used at the Children's Mass on Sunday, stressing the use of illustrative stories.

## BOOK REVIEWS

(Concluded from page 206)

In this connection the writer should like to point out the almost unrecognized value of classification outlines as maps of the fields of knowledge. Preachers, teachers, students and casual readers may find in them valuable organizations of the most of the sciences. Librarians might do well to make their classification outlines far more readily available to patrons, both as an aid to the use of books on the shelves and as carefully molded tools of investigation. These tables given us by Father Martin are indeed such a tool.

MRS. JEANNETTE MURPHY LYNN.